DOCUMENT RESUME

ED 178 089 IR 007 839

TITLE Development of District Learning Resources Centers.

INSTITUTION Texas Education Agency, Austin. Div. of Instructional Resources.

PUB DATE 79

NOTE 33p.

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS *Administrative Personnel; Audiovisual Centers; Budgeting; Educational Facilities; Educational Programs; Elementary Secondary Education; *Instructional Materials Centers; Instructional Staff; Profile Evaluation; *Program Development; Records (Forms); *Resource Centers; *School Districts

ABSTRACT

These guidelines are intended for administrators, supervisors, and directors of district learning resource programs who are engaged in the development of comprehensive programs, including evaluation, funding, and staffing, for the provision of services at both the local campus and district levels. Functions and responsibilities, staff, facilities, and budget matters for district learning resource programs are discussed; and a staffing matrix outlines the number and qualifications of district level staff needed by districts of varying sizes. The functions, staff, and facilities relationships are illustrated in a table; and two report forms for soliciting the types of information usually collected at inventory time are included. The profile chart provided can be used to portray visually both the existing and desired status of the district. (CMV)

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Development of District Learning Resources Centers

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Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; and with specific requirements of the Modified Court Order, Civil Action No 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) non-discrimination in extracurricular activities and the use of school facilities;

(4) non-discriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, national origin, or sex;

(6) non-discriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act and/or Title IX of the Education Amendments of 1972 is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

FOREWORD

Development of District Learning Resources Centers is a companion document to Guidelines for the Development of Campus Learning Resources Centers and offers suggestions for coordinating campus and district programs for more effective and efficient access to all locally available resources and services. The concept of a unified program at the campus and district levels is based on the assumption that all students, teachers, and other educators are entitled to appropriate and convenient access to instructional resources and services for their education and personal enrichment.

Suggestions are offered to administrators, supervisors, and directors of district learning resources programs for expansion to include both the campus and district levels. Texas Education Agency staff and school library supervisors have cooperated to identify the components of good district programs and to project the best current thought in developing such programs.

M. L. Brockette

M. L. Brockette
Commissioner of Education

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DEVELOPMENT OF DISTRICT LEARNING RESOURCES CENTERS

INTRODUCTION

Effective curriculum realization requires well developed campus learning resources programs. The full potential of campus learning resources programs is best achieved when these units are placed within the administrative structure of a district learning resources program. Districts with ten or more campuses can more effectively serve the educational goals of the district through centralizing the responsibility for learning resources and services. System level services ensure effective use of funds and resources to satisfy pupil and teacher demands for information and services.

Many factors influence the scope and complexity of the district learning resources program. Realistic planning for the district level services will consider:

- the size of the district and the number of campus units,
- the goals and objectives of the instructional programs,
- the availability and utilization of technology,
- the economic status of the district,
- the social and ethnic characteristics of the student body,
- the five-year plan for accreditation and anticipated changes in educational philosophy and technology.

School districts with fewer than 35,000 pupils cannot economically provide a full range of learning resources services.* Such districts can provide access to essential services through cooperative endeavors or contractual arrangements. Currently, many districts contract with education service centers (ESC) for 16mm films, equipment maintenance, computer services, and professional development programs. Other contractual arrangements are with public broadcasting stations and with colleges and universities. The many possibilities for mutually beneficial contractual arrangements remain unexplored.

Each school district should provide certain basic services to the campus units either through internal effort or through contractual

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* Texas Education Agency, District and Regional Learning Resource (Media) Programs, Appendix A. (Austin: The Agency, 1975.)

arrangements with another agency. Basic services include:

- centralized purchasing, cataloging, and processing;
- access to inservice education in the effective use of materials and equipment;
- access to a professional collection of materials including curriculum guides;
- access to 16mm film collection;
- provision of audiovisual equipment maintenance;
- production of such materials as mounted and laminated items, transparencies, 35mm slides, audiotapes, videotapes;
- storage and distribution of state textbooks;
- interlibrary loan services;
- access to materials which may be examined for possible purchase;
- consultative assistance in all aspects of learning resources programs;
- television programming and utilization services;
- computer services for acquisition and processing of materials, for inventory control, and for information retrieval;
- computer based instruction.

Many districts with ten or more campus units are currently seeking to establish coordination, management control, and more effective usage of the materials and equipment acquired through various programs and funding sources and now stored and managed by various offices. The fragmentation of the various materials collections may be intensified by an administrative organization that provides few mechanisms for coordination or cooperation across departmental lines of authority. Effective management is further complicated by the lack of accurate inventories of the existing collections.

Most districts now provide special collections of materials for use with children diagnosed as handicapped and placed in special education programs. An overview of Special Education Instructional

Materials Services* is presented in Bulletin 765. In Bulletin 766, eight organizational models for managing the Special Education Resource System** (SERS) are described. These two bulletins are designed, not only to describe the total special education resources program, but also to facilitate cooperation instead of duplication in comprehensive campus and district resources programs.

Evidence indicates that change is actually initiated and effected by the superintendent and/or some of his or her executive staff who express dissatisfaction with an existing, fragmented situation and the attendant problems of management and accountability for materials and equipment. Districts, moving toward management control of the total area of learning resources, will be concerned with an administrative unit responsible for identified functions in an appropriate configuration for the local organization.

* Texas Education Agency, Division of Special Education, Special Education Instructional Materials Services. Bulletin 765. (Austin: The Agency, 1976.) BU 687101

** Texas Education Agency, Division of Special Education, Special Education Resource System, Bulletin 766. (Austin: The Agency, 1976.) BU 687102

DEVELOPMENT OF DISTRICT LEARNING RESOURCES CENTERS

Instructional resources encompass the total range of materials, equipment, and people which can impact on the education of children. They include, not only books, but also a wide variety of audiovisual materials and equipment, realia, models, and periodical literature, as well as specially designed spaces facilitating access to these resources. A program of instructional resources is most effective when there is staff at the district level, well informed regarding resources and their use, and responsible for administering and coordinating programs at both the campus and district levels. Factors influencing the school and district instructional resources program include the size of the district and campus, the educational goals of each, the economic status of the school, the social and ethnic make up of the student body, the geographic or educational forces determining the length of the school day and class scheduling, and the number and competence of staff. There are, however, certain services and functions which are basic for all schools if the education of children is to be accomplished to fulfill expectations of both staff and learners. Larger or more affluent schools, because of the economic factors involved, will go far beyond the basics in providing both resources and services to all learners including students, teachers, administrators, and, when appropriate, the community at large.

FUNCTIONS

The district learning resources director works closely with the superintendent and other administrative officers in developing a learning resources program which is an integral part of the district's instructional plan. Functions performed under the leadership of the director include comprehensive program planning, including evaluation, funding, and staffing the various resources collections. To perform these functions effectively, the director will work closely with curriculum directors, subject area consultants, department heads, principals, teachers and learning resources center (LRC) staff.

General Program Planning

- develop materials selection policies
- select appropriate materials for district and campus collections
- set procedures for reconsideration of materials
- determine desirable levels of service

- initiate new services and functions
- identify data collection activities
- use data for program design and/or revision
- coordinate the organization and use of printed and audiovisual materials
- establish ordering, renting, and lending routines
- set scheduling, record-keeping, and circulation procedures
- budget funds for campus and district LRC materials acquisition
- negotiate capital outlay budget
- organize continuing education activities
- plan information sessions on use of campus and district materials collections
- establish procedures for use of volunteers

Central Acquisition and Processing

- inform campus staff of budget available from central office and categories or priority areas in which funds should be used
- coordinate orders/requisitions for central purchasing to assure maximum discount rates
- develop district policies and procedures governing the acquisition process

  supervise district LRC staff in ordering, receiving, processing, and delivering materials purchased
- assist campus learning resources specialists in writing equipment specifications within district guidelines
- maintain contact with campus staff to analyze ordering and processing routines to ensure effectiveness and efficiency in the procedures
- provide central processing at the district level, or contract with an external agency to provide this service
- ascertain that adequate material selection tools and preview opportunities are available to staff at each campus

- inform campus learning resources specialists of sources and costs for renting films and other materials
- supervise the distribution and return of films circulated from the education service center or the district film collection
- investigate possibilities for on-line cataloging

The New Campus LRC

Considerations in working with the architect:

- LRC educational specifications
- requirements for shelving and storage
- space for circulation of materials and equipment
- informal lounge area
- LRC staff work area
- areas for individual, small group, and large group activities
- listening and viewing stations
- total space recommendations for current or expected enrollment
- space recommendations for the professional collection and teacher work areas
- production areas and facilities
- security for adjoining areas when the LRC is open beyond the regular school day
- amount and conformation of furniture and equipment
- physical requirements for electronic outlets and circuits
- lighting and sound control recommendations
- electrical requirements for equipment usage
- requirements for access by the physically handicapped

Considerations in staffing:

- interview and recommend new staff
- employ new staff several months prior to opening of new school

- inform new staff of district policies and procedures

Building the new LRC collection:

- consult teachers on materials to purchase
- prepare orders for material and equipment
- receive and catalog materials
- set up circulation procedures

Current Awareness Information

- with the assistance of administrators, teachers, and LRC staff, develop a manual or handbook of basic procedures, goals, and objectives of the district LRC program
- prepare and circulate news releases to keep campus LRC staff informed of professional meetings, honors or awards to staff, interesting program developments or happenings in schools, changes in administrative procedures, important dates and deadlines, state or federal programs, new holdings or services available from the district LRC, news from the area ESC, tips for LRC improvement, and recognition of accomplishments
- prepare bulletins or brochures on special programs or activities such as district facilities for production of slide tape presentations and video tapes, applications for special grants, LRC program description for circulation to parents, student handbooks, and procedures for program evaluation

Evaluating the LRC Program

- sponsor group meetings, sharing sessions, or exchange of notes on user responses or evaluations of new materials, equipment, and/or services
- maintain a file of evaluative instruments, commercially or locally developed, for review by campus staff interested in evaluating programs/services
- assist schools in the use of evaluation instruments
- maintain records of information obtained in campus evaluations
- coordinate and disseminate evaluation data for program improvement and information releases
- assist schools preparing for state accreditation and Southern Association of Colleges and Schools evaluation

Continuing Education

- encourage membership in professional associations and organizations and promote staff attendance at local, regional, and state meetings
- poll staff to ascertain areas of concern and recommendations for continuing education activities
- arrange for inservice leaders to work with LRC staff in areas of expressed concern
- work with regional ESCs in development of materials and participation in curriculum related inservice sessions
- assist in program planning for sessions in which librarians/learning resources specialists work with teachers to explain or improve campus LRC services
- introduce LRC staff to a broad range of program ideas not currently practiced in the district
- inform campus LRC staff of opportunities for professional improvement

The District Materials Collection

- solicit ideas from all teachers and LRC staff members for items to be acquired for the district LRC collection
- evaluate district LRC services
- publicize materials and services of the district LRC
- maintain a collection in conformity with district policies and user needs
- supervise district staff assigned to the district LRC
- arrange for prompt delivery of items requested by campus staff
- work with assigned staff to promote effective use of district production facilities
- maintain district LRC equipment in working condition and provide instruction in its proper usage and handling

Selecting Equipment

- maintain files of professional evaluations of equipment
- maintain records on equipment repair as a means for determining strengths and weaknesses of the various items

Curriculum Development and the LRC

- ascertain that curriculum developers have access to all related state and commercial bulletins which may be needed
- participate on committees charged with the responsibility for developing curriculum bulletins, guides or other materials
- relate LRC skills to curriculum by including skills development in all curriculum bulletins
- inform LRC staff of curriculum guides, materials, and bibliographies available from the current collection or by purchase
- promote acquisition and use of materials integrating the various curriculum areas
- prepare and/or revise district bibliographies and promote inclusion of a wide range of types and levels of resources to accomodate various student learning styles and abilities
- interpret the learning resources program and functions to central office staff
- work with curriculum specialists to create or redesign instructional materials or instructional procedures which contribute to improved learning
- assist in planning and developing instructional materials
- provide consultative assistance to staff in the improvement of instructional strategies which use media in all formats
- assist in cooperative projects with teachers to implement use of new technologies to strengthen learning

Public Information and Reports

- prepare reports for the school administration on program progress, program needs, current status, or other information as needed
- prepare news releases within the framework of district policies
- conduct cost analyses and/or systems analysis, upon request or when appropriate
- work with local, district, state, and national professional organizations to share program development and innovations and to become better informed on state and national programs and issues
- prepare reports on materials usage, services provided, campus and district holdings, evaluation data

- act as a resource person or group leader to present information concerning the district's instructional resources program

- compile data for reporting on the various local, state, and federal programs

- assist in providing information, guidelines, and other support as requested or needed to implement a school LRC volunteers program

The Professional Collection

- obtain, process, and circulate professional books, periodicals, kits, films and other materials to supplement collections and services of the campus units

- disseminate information on items in the collection in order that district and campus staff will be aware of available resources

- provide previewing opportunities for staff interested in borrowing or purchasing materials

- maintain a file of Texas Education Agency publications, manuals and course guides from other schools, and local curriculum guides

- encourage teacher participation in the selection process

Materials Production

- produce and/or contract for production of materials for instruction, professional development, public relations

- coordinate television production/distribution as related to school program and administrative responsibilities

Television, Computer Based Instruction, and the LRC

- provide to each campus unit all needed guides, schedules, and other information pertinent to television services from education television stations and other television delivery sources

- make provision for duplicating and/or storing and circulating video materials

- assist in the preparation of applications for state television funding and, as requested, serve on the district advisory committee responsible for program planning and implementation under state guidelines

- foster utilization of locally produced television programs through (1) supervision of support staff, (2) maintenance of equipment and supplies, (3) evaluation of subject content and program quality, (4) development of guides and related materials, (5) coordination of programs among various curriculum areas, (6) provision of program and scheduling information to each campus, (7) positive response to recommendations from campus staff on programs to be developed, schedules, and usage techniques

- facilitate the delivery of computer based instruction programs, coordinating use with curriculum areas and LRC holdings

- provide for acquisition, storage, circulation, and use of television and computer materials when these are a part of the district collection

STAFF FOR DISTRICT PROGRAMS

A learning resources program functions most efficiently when there is a single director responsible for the administration of the total program. In the very smallest districts, this may be a single learning resources specialist/librarian with part time administrative responsibilities. In the largest schools, the director may be an assistant or deputy superintendent, director, or supervisor knowledgeable in instructional resources management, personnel management, and educational practices.

The district director is a learning resources specialist who is competent in:

- Selection, supervision, management, and evaluation of learning resources center personnel and programs

- Application of regulations governing use of local, state, and federal funds

- Interpretation of data

- Application of principles of communication, curriculum, instructional design, and materials production

- Interpretation of legal requirements in bidding, purchasing, building, and contracting procedures

- Evaluation, selection, acquisition, organization, and utilization of materials and equipment aligned with the educational practices of the district

The number and qualification of staff members working under the supervision of the director depend, not only on the size of the school district, but also on the variety and scope of the learning resources program. This ranges from the single staff member responsible for single campus LRCs to a director responsible for campus and district LRC programs including computer based instruction, textbooks, printing and distribution, television and other audiovisuals, central processing, instructional design assistance, and equipment maintenance.

The director may be assisted by one or more supervisors/consultants who, in turn, may have supervisory responsibilities for different areas of the district or for different program functions, with each supervisor responsible for a single function or for several functions. Each district with more than a single campus LRC should identify a staff member responsible for program coordination and implementation, to coordinate materials and equipment purchases, to identify areas of concern for professional development/inservice, to promote program evaluation, to write equipment specifications, and to stimulate program improvement. Larger school systems will require consultants/supervisors who can provide guidance and assistance to the campus learning resources specialists/librarians and teachers, who can work with new learning resources specialists/librarians on record keeping procedures according to district policies, who can ascertain that campus LRC use of federal funds is accomplished in compliance with federal/state guidelines and district applications, and who can advise on expenditure of available local funds.

Schools choosing to provide, rather than contract for, a central materials and equipment processing center will require clerical support staff and staff competent in materials selection and cataloging. The number of staff required depends upon the amount of original cataloging to be done, the volume of work to be processed, and the complexity of ordering, receiving, and record keeping routines. Those using computers to facilitate this process will require sufficient staff to provide services promptly and efficiently.

Most schools are involved in some form of materials production and in many schools the major portion of such activity occurs in the campus LRC. Charts, posters, heat process transparencies, mimeographed materials, audio tapes, pictures and slides, and, in some schools, video tapes are examples of items produced at the local campus. Schools may also have these and other production processes provided from the district facilities. Television production, regardless of distribution mode, is a sophisticated and complex operation requiring staff competent in educational technology, the operation of complex equipment, production of art work, and script writing. Persons with typing and other secretarial and clerical skills are also required. Slide/tape productions are not technically as difficult, but a learning resources specialist is needed to achieve a systematic and effective instructional design consistent with, and supportive of, the school curriculum areas involved. Photographers and artists are needed for slide/tape productions and for original transparencies other than heat process transparencies. If film is to

be developed by the district rather than commercially, staff experienced in film development is needed. Artists are required for production of lay-outs for publications when copy is prepared for the print shop.

Each campus LRC should have a collection of professional materials. This should be supported by a circulating collection in the district LRC. A professional learning resources specialist/librarian should be responsible for selection, acquisition, organization, and circulation of materials and equipment in the professional collection. Secretarial and clerical assistance is required in direct proportion to the size of the collection and the variety of services performed. Additional staff should be employed if special equipment is maintained and circulated; an extensive interlibrary loan program is provided; reference requests are researched or forwarded for Educational Resources Information Centers (ERIC) or Coordinating Information for Texas Educators (CITE) searches; and, if regional education service centers (ESC) film deliveries are to be managed.

Maintenance of equipment, as a function of the district LRC program, can be contracted in a variety of ways or can be done by district staff. Depending upon the sophistication and complexity of district equipment and facilities, staff is needed with skills ranging from basic clerical competencies for shipping and receiving equipment and supplies, to engineering/technical competencies for writing equipment specifications and for maintenance of such equipment as projectors and viewers of all types, audio and video equipment, and cameras.

Textbooks are considered instructional resources and their management may be a responsibility of the learning resources director. If this function is assigned to the director, he or she will supervise a staff sufficient to receive and distribute the numbers and types of books and related media requested for each campus, as well as maintain records and reports required by the state. The director may also have responsibilities, in cooperation with curriculum directors, for planning and scheduling meetings of the district textbook selection committee and for correlating texts with other media.

Printing responsibilities, when assigned to the learning resources director, will be delegated to staff members competent in operation of all printing equipment and photographic processes to be employed. A sufficient number of clerks will be employed to assure efficient service to users.

Each of the functions listed above must be supported by a distribution system. Drivers are employed to assure prompt arrival of all materials and equipment circulated to and from each campus.

In defining staff and their competencies, areas for coordination of staff duties are easily recognized. The clerk who is heavily involved with textbooks at the beginning and ending of school terms might serve in the processing center at other times of the school year. The professional Learning Resources Specialist/ Librarian responsible for continuing education and LRC evaluation may also supervise the professional library and the processing center. Staffing patterns will be as varied as the districts' scope of activities in learning resources services.

It is important, however, for each school to be aware that the functions identified in this section are legitimate and requisite functions of all schools regardless of number and qualifications of staff, size of district, and district facilities. Services not provided by local district staff should be contracted from external sources. For example, materials processing can be contracted from the local public library, a wholesale dealer, or an individual. Television production can be contracted from the local public television station and a contract can be arranged with the local printer for needed school printing. Many schools contract for audiovisual equipment maintenance with the regional ESC or a local television/radio repair shop. When services are purchased, the number of staff employed by the district will be reduced proportionately. This does not remove the responsibility for program implementation or supervision from the learning resources director. Rather, it converts a portion of the staff supervisory tasks to tasks such as contacting external sources to provide services, obtaining contracts for the provision of these services, ascertaining that funds are used most advantageously, assuring that services provided are in compliance with contracts, that services are prompt, and that contracts and contractors are changed as needed.

FACILITIES

Space requirements for the district LRC are dependent upon materials and services provided to administrative and campus staff. Such factors as accessibility, efficiency, economy, and appropriateness should be considered in conjunction with the various functions. Districts anticipating additional staff or types and quantity of services will consider, in constructing new facilities, the options for building expansion if the need occurs. Adequate climate control, accoustics, electrical outlets, and lighting are essential for maintenance and use of materials.

Space, furniture, materials, and equipment should be correlated with the functions to be performed or coordinated by the district staff. Small districts may have a single multi-purpose area which is

sufficient to accommodate basic activities related to the district learning resources program. Larger districts may need special facilities designed for unique staff functions and/or the audience to be served.

BUDGET

The current approach to the planning and budgeting of district learning resources programs gives increasing consideration to systems theories and the related concept of program budgeting. Indeed, budgeting is the financial component of planning. The budget identifies specific program objectives, delineates the resources needed to accomplish these objectives, and assigns the necessary funds for supplying the resources. Thus the program budget offers information deemed to assist in understanding what is needed in the form of resources to accomplish specific objectives in the educational program.

The district learning resources director is responsible, within established organizational channels, for the formulation and justification of the budget for the district learning resources program. Many different individuals will be expected to assist in developing the budget, preparing justification statements, and estimating costs. Teachers, program supervisors, students, and administrators for instruction will be involved at various developmental stages as the learning resources budget moves toward final form.

The district learning resources director together with the center staff will give consideration to the following questions.

1. Who should participate in the budgeting process and in what ways?
2. What types of factual data and evaluative judgments will be used in making budget decisions?
3. What provisions are needed for continuing, ongoing programs and functions?
4. What specific allowances will be made for new instructional emphases, facilities or services?
5. What general guides are available for the budgeting of salaries, operating expenses, and capital outlay expenditures?
6. What format will best accomodate and present the various portions of the budget.

Since school districts are operating under a traditional function--object (line item) format for budgets, district media budgets may

be attached to the traditional budget in order to explain the relationship of line item requests to specified objectives of the educational program.

District and Regional Learning Resource (Media) Programs: A Systematic Planning Process* provides extensive assistance and specific techniques to assist media staff and administrators at the district level in planning and making the crucial service and resource allocation decisions facing them.

* Texas Education Agency, District and Regional Learning Resource (Media) Programs: A Systematic Planning Process. (Austin: The Agency, 1975.) MA 589201

STAFFING MATRIX

The following staffing matrix is designed to illustrate the number and qualifications of district level staff needed by districts of varying sizes. Depending on school size, range of staff services, school administrative structure, and sophistication of resource users, the school will be able to select staff who can, if appropriate, serve in more than one service area. For example, in a small school, one clerical aide's time might be prorated among the professional collection, the processing center, and textbooks. This sharing of time might be on a daily or annual schedule that is a portion of a day or a portion of a year. The purpose of the matrix is not intended as an overall recommendation that all schools of a specified size have a set number of staff. Rather, it is intended to show that, if a service is to be provided, an accompanying allocation of staff time must also be provided.

To use the matrix, identify and follow vertically the column corresponding to the number of campus units in your district. The intersection of this column, with the lines specifying services, identifies the type and amount of staff time needed.

STAFFING MATRIX

STAFF & FUNCTIONS	SIZE OF DISTRICT (NO. CAMPUS UNITS)					
	1-10	11-20	21-40	41-60	61-100	100+
Management/Supervision						
Director	1	1	1	1	1	1
Consultants		1/2-1	1-2	2-3	2-4	3+
Secretaries	1/2	1/2-1	1-2	2	2-3	3+
Processing Center*						
LR Specialists	1/4-1/2	1/2-1	1-2	2	2	2
Clerks	1/2-1	1-2	2-3	4-6	6-8	8+
Production Center*						
LR Specialists	1/4-1/2	1/4-1/2	1/2-1	1	1	1+
Technicians	1/2-1	1	1	1-2	2	2+
Artists	0-1/2	1/2-1	1	1-2	2	2+
Clerks	0-1/2	1/2-1	1	1-2	2	2+
TV Services*						
LR Specialists	0-1/3	1/2-1	1-2	2	2	2+
Engineers		0-12	1/2-1	1-2	2	2+
Technicians	0-1/2	1/2-1	1-2	2-4	4	4+
Artists	0-1/2	1/2-1	1-2	2	2	2+
Clerks	0-1/4	1/4-1/2	1/2-1	1-2	2	2+
Professional Collection						
LR Specialists	0-1/2	1/4-1/2	1/2-1	1	1	1+
Clerks	1/4-1/2	1/2-3/4	3/4-1	1-2	2	2+

STAFF & FUNCTIONS	SIZE OF DISTRICT (NO. CAMPUS UNITS)					
Maintenance*						
Engineers	0-1/2	1/2-1	1	1	1	1+
Technicians	1/2-1	1-2	2-4	4-8	8	8+
Clerks	0-1/4	1/4-1	1-2	2	2	2+
Interlibrary Loan						
Clerks	0-1/4	1/4-1/2	1/2-1	1-2	2	2+
Drivers	0-1/4	1/4-1/2	1/2-1	1-2	2-3	3+
Computer/Automation*						
Terminal Operators			1	1-2	2	2+
Clerks			1 1/2-2	2	2	2+
Textbooks						
Custodians	0-1/10	1/10-1/5	1/5-1/4	1/4	1/4	1/4
Warehouse men			1	1	1	1
Clerks	1/4-1/2	1/2-1	1-4	4-6	6	6
Printing*						
Technicians	0-1/2	1/2-1	1-4	4-6	6	6
Artists	0-1/4	1/4-1/2	1/2-1	1-2	2	2
Clerks	0-1/4	1/4-1/2	1/2-1	1-2	2-3	3+

* Services which may be contracted rather than performed by district staff

FUNCTIONS, STAFF, AND FACILITIES RELATIONSHIPS

The following abbreviated statement shows the relationship between functions, staff, and facilities. Repetitious listing of such items as office space, work areas, shelving, equipment, files, and storage does not imply a fixed identifiable facility unique to that function. Rather, it emphasizes the interrelationship of common requirements for achieving maximum benefits from available resources.

FUNCTIONS	STAFF	FACILITIES (SPACE AND FURNITURE/EQUIPMENT)
General program planning	Professional	Office and furniture for professional staff and clerical assistants
Central acquisition and processing	Professional Clerical Technical	Office for professional staff Office and office equipment for clerical and technical assistants Work area sufficient for easy flow of materials through processing procedures and access to loading ramps supplies storage duplicating equipment data transmission machine, if used in ordering, processing, or funds management warehousing for materials held for processing or for delivery shelving for catalogs and selection tools files for business records master card file storage
Services for the new or remodeled campus LRC	Professional Clerical Technical	Office for staff employed prior to opening of new school Warehousing of materials and equipment received prior to the opening of school
Public awareness information	Professional Technical	Conference area equipped for using audiovisual materials Shelving for new books and reading area for previewing Storage and previewing facilities for audiovisual materials Production and duplication equipment

FUNCTIONS	STAFF	FACILITIES (SPACE, AND FURNITURE/EQUIPMENT)
Evaluating the campus LRC	Professional	Files for storage of LRC evaluations and evaluation instruments
Continuing education	Professional	Conference area
District materials collection	Professional Clerical Technical	Office for staff Shelves for print and audiovisual materials Equipment for previewing Reading area Listening and viewing area
Selecting equipment	Professional Technical	Files for service records and evaluation reports Storage of equipment being considered for purchase
Curriculum development and the LRC	Professional	Shelves and files for textbooks, guides, manuals, bibliographies
Public information and reports	Professional Clerical	Office area
The professional collection	Professional Clerical	Office, shelving, reading and previewing area
Materials production	Professional Clerical Technical	Space and equipment needs determined by type and quantity of production such as video, audio, photographic, graphic, printing, and duplicating
Television, computer based instruction, and the LRC	Professional Clerical Technical	Files for guides and schedules Shelves for materials to be circulated Alternatives for television production provide studio control room, storage and work area contracting for services

REPORTS/RECORDS

Each district is usually required, for audit purposes, to maintain records of acquisitions and deletions of all holdings, including materials and equipment in both campus and district LRCs. The amount of information required, the time for inventorying holdings, the time period for which records should be retained, and format of report/record keeping documents varies from district to district and according to the dictates of the local business manager, federal funds administrator, and the district independent auditor.

The following forms include the types of information usually collected at the time a general inventory is taken. All items to be inventoried may not occur on this list but other items could be included, format changed, or otherwise altered to conform to local needs. These forms may be used to collect information from each campus and from the district collection, then compiled for the total district annual report.

ANNUAL REPORT

School Name_____ Enrollment_____ Date_____

Total expenditures from all funds _____

Staff volunteers	Number	Hours per month
student aides	_____	_____
Parent volunteers	_____	_____

Principal's signature _____

Librarian's signature _____

INVENTORY

School: _____ Date: _____

Item	On hand last year	Added	Deleted	Current Total
Books				
Cassettes				
Filmstrips				
Slides				
Transparencies				
Filmloops				
Kits				
Prints				
Records				
Tapes				
Models				
Filmstrip Projectors				
Film Projectors				
Cassette Recorders				
Cassette Playback				
Reel-to-Reel Recorders				
Record Players				
Television Sets				
TV Cameras				
TV Monitors				
Filmstrip Viewers				
Slide Viewers				
Carrousel Slide Projectors				

PROFILE CHART
District Learning Resources Program*

The following chart can be used to portray visually both the district's existing and desired status. A group representative of campus and district staffs, after review/evaluation of the existing program, may check the form with one color to indicate the group's opinion of the current program and another color to show priority areas for improvement. These opinions will be, to a great degree, subjective but can also reflect the considered needs of both users of services and providers of services. The instrument then becomes both a tool for evaluating and the basis of a plan for improving the district's program and services.

Functions	Unacceptable	Acceptable	Superior
General program planning			
Central acquisition and processing			
The new LRC			
Current awareness information			
Evaluating the LRC program			
Continuing education			
The district materials collection			
Selecting equipment and the LRC			
Curriculum development			
Public information and reports			
The professional collection			
Materials production			
Television, computer based instruction, and the LRC			

* A Profile Chart for the campus LRC is available upon request from the Division of Instructional Resources, Texas Education Agency, Austin.

Profile Chart (Continued)

	Unacceptable	Acceptable	Superior
Staff			
District LR director			
District consultants			
Processing center staff			
Production center staff			
Television staff			
Professional collection staff			
Equipment maintenance staff			
Interlibrary loan/delivery staff			
Computer/automation staff			
Textbook staff			
Printing staff			
Facilities			
Office			
Professional collection			
Processing center			
Film library			
Television production/distribution			
Audiovisual production			
Equipment maintenance/repair			
Interlibrary loan			
Textbooks			